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ABSTRACT

This teaching unit, one of a series of eight, reviews business's overall response to World War II, and specifically one company's involvement in the nationwide call to mobilize. Learning activities consist of class discussion and small group participation focusing on activities undertaken by businesses on behalf of U.S. war efforts. Materials from the Procter and Gamble Archives and other primary source documents are used. The unit includes an overview describing specific situations during World War II, objectives, suggested teaching procedures, class activities, vocabulary, student handouts, and suggested ways to use economic concepts to explain history. (SM)

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WORLD WAR II: A WAR ON ALL FRONTS.

PERSPECTIVES.

Procter & Gamble Educational
Services
P.O. Box 14009 Dept. E.Q.P.
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Perspectives
From Procter & Gamble Educational Services

$1.95

WORLD WAR II

A War on All Fronts

America's involvement in World War II, like no other war, totally involved every aspect of life in this country, including business.

This unit looks at business' overall response and, specifically, at one company's involvement in the nationwide call to mobilize.

The experiences of one company can serve as a starting point for students to discover World War II activities in other companies, especially in their own communities.

This unit can be used in two to three class periods in U.S. history classes when studying World War II or in business or economics classes when discussing the effect of national policies and priorities on business.

The unit consists of this teacher folder and accompanying student materials to be duplicated and distributed. It can be used for grades 7-12 with all ability levels.

This unit, one of a series (see back cover) relies heavily on materials from the Procter & Gamble Archives and other primary source documents.

Scene at one of the ordnance plants Procter & Gamble operated for the U.S. Army.

Overview

(In discussing a calamity such as World War II, attention tends to focus on textbook accounts of great deeds and battles. But this unit will add depth to your discussion of the period by helping students discover the lesser known role of the business community, both local and national, which also could be counted among "those who served."

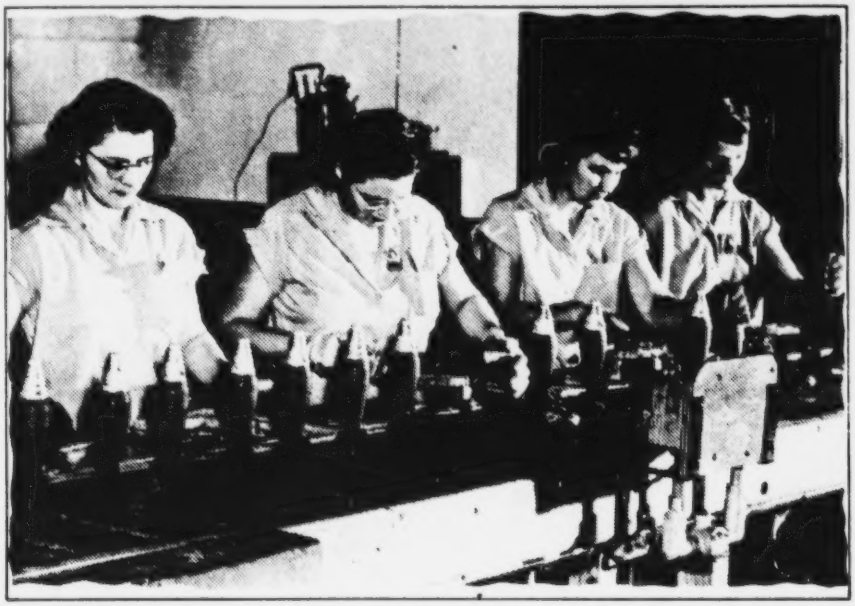
Read the Overview and review all inserts before attempting activities. You will find these few minutes well spent.)

For several years before the United States entered World War II, our country clung to the hope that we would not have to go to war. Even so, in case the worst came to pass, the U.S. began getting ready.

Young people were drafted. The government made plans to cope with whatever might happen. Industry started to gear up. While such preparations went ahead, people continued to hope against hope as dire events unfolded overseas.

Here was the situation in September, 1940. France had quickly fallen and England stood alone under merciless bombardment by the Nazi air force. Even more worrisome, the enemy's air and sea forces had all but finished off the British fleet carrying supplies homeward. To relieve this desperate condition, and to lift British spirits in that nation's darkest hour, President Franklin Roosevelt lent fifty American destroyers to the British.

Then in March, 1941, came a second major act of friendship. President Roosevelt proclaimed the so-called Lend-Lease program, under which our country sent billions of dollars worth of weapons, food and other supplies to our beleaguered British friends.



By the time the United States formally entered the war in December, 1941, after the Japanese attack on Pearl Harbor, our country was ready to shift into high gear. Remarkable things were about to happen, on the home front as well as overseas.

Auto makers, for example, were asked by the government to turn out tanks and fighter planes instead of cars. One company accustomed to making auto parts started producing guns. A soap company in Cincinnati was asked to turn its skill in packaging and packing line techniques to packing shells and bombs.

All over America, every segment of the population—in offices, factories, on farms, everywhere—united in a total effort to back our fighting forces. Companies tackled utterly new production jobs, postponing for the duration of the war the production of civilian goods to rally to the bigger needs of the nation.

One successful conversion from producing civilian to military products followed another. Not the least of these war-induced developments was this remarkable fact: millions of women stepped into jobs left vacant by men called away to the fighting. While few recognized it at the time, this would mark the start of a sociological trend. Following World War I most women returned to the home; following World War II, many stayed in the work force.

By 1944, American war production was probably twice that of the enemy, and had helped turn the tide of the war. Josef Stalin, the leader of the Soviet Union which was our ally, toasted our achievement: "To American production, without which this war would have been lost."

For the consumer after the war, there were numerous benefits that stemmed from new inventions and innovations that were hastened by scarcities resulting from the war. Research done during the war, for instance, hastened the post-war development of television, air conditioning, wash-and-wear fabrics, better cars, much improved appliances, safer and faster airplanes, and countless other products. Most people today take

them for granted, without realizing that the war effort of American industry helped bring them about.

When the war ended, the rest of the world also benefited. America's vast production capacity, in good condition because our homeland was not ravaged by bombs, later enabled U.S. businesses to play a major part in rebuilding the devastated areas around the globe.

The story of one American company, told here, may inspire students to visit local firms to see how they contributed to the winning of the war.

Objectives

At the end of this unit, the student will be able to:

1. Identify some of the specific activities undertaken by business on behalf of U.S. war efforts.

2. Discuss how U.S. business and industry adapted to changes in American life caused by the war.

Suggested Teaching Procedures

Activity 1

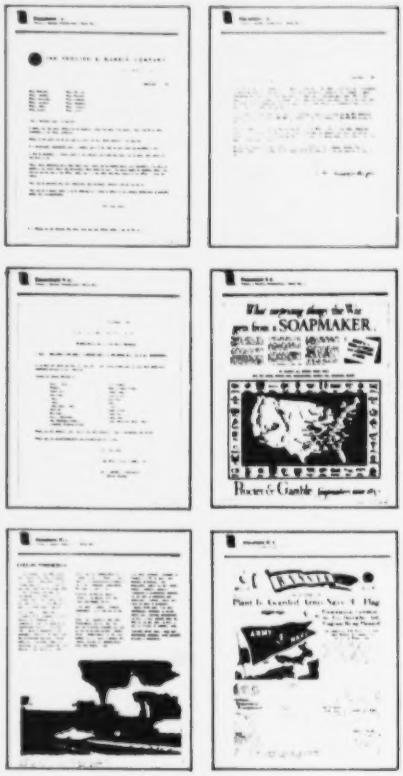
1. As background information for this activity:

a) Duplicate the OVERVIEW and distribute it to students to read aloud or silently. Or, make a tape recording of the text and play it for the class.

Use Vocabulary Sheet

b) The VOCABULARY sheet lists words used in this unit that may be unfamiliar. You may wish to duplicate this sheet for students to use with the unit or have a general class review of the words in advance. (The VOCABULARY can also be used in a wrap-up or test activity.)

Use Documents I-a - III-b



2. There are three sets of documents in this unit: Set I (DOCUMENTS I-a, I-b) are employee-related; Set II (DOCUMENTS II-a, II-b) are product-related; Set III (DOCUMENTS III-a, III-b) are wartime production related.

As a case study, this activity calls for students to search the documents for ways in which one business and its employees were involved in World War II efforts. (TEACHER'S NOTE: See back of documents for explanations.)

(Above left) One of the shell-loading lines. (above) illustration from an April-May, 1944, publication announcing that Wolf Creek Ordnance Plant employees had won the Army-Navy "E" Award for meeting awesome quotas producing weapons.

a) Divide the class into many small groups. Designate each group as Team I, II or III (there can be several of each). Have each team elect a recorder.

b) Duplicate and distribute one set of DOCUMENTS I-a and I-b to all Team I's; DOCUMENTS II-a and II-b to all Team II's; DOCUMENTS III-a and III-b to all Team III's. Then ask all teams to examine each document in their set for evidence of the effects of World War II or some specific action taken by business as a result of the war. Teams should identify the source of the evidence; team recorders should list all findings and sources.

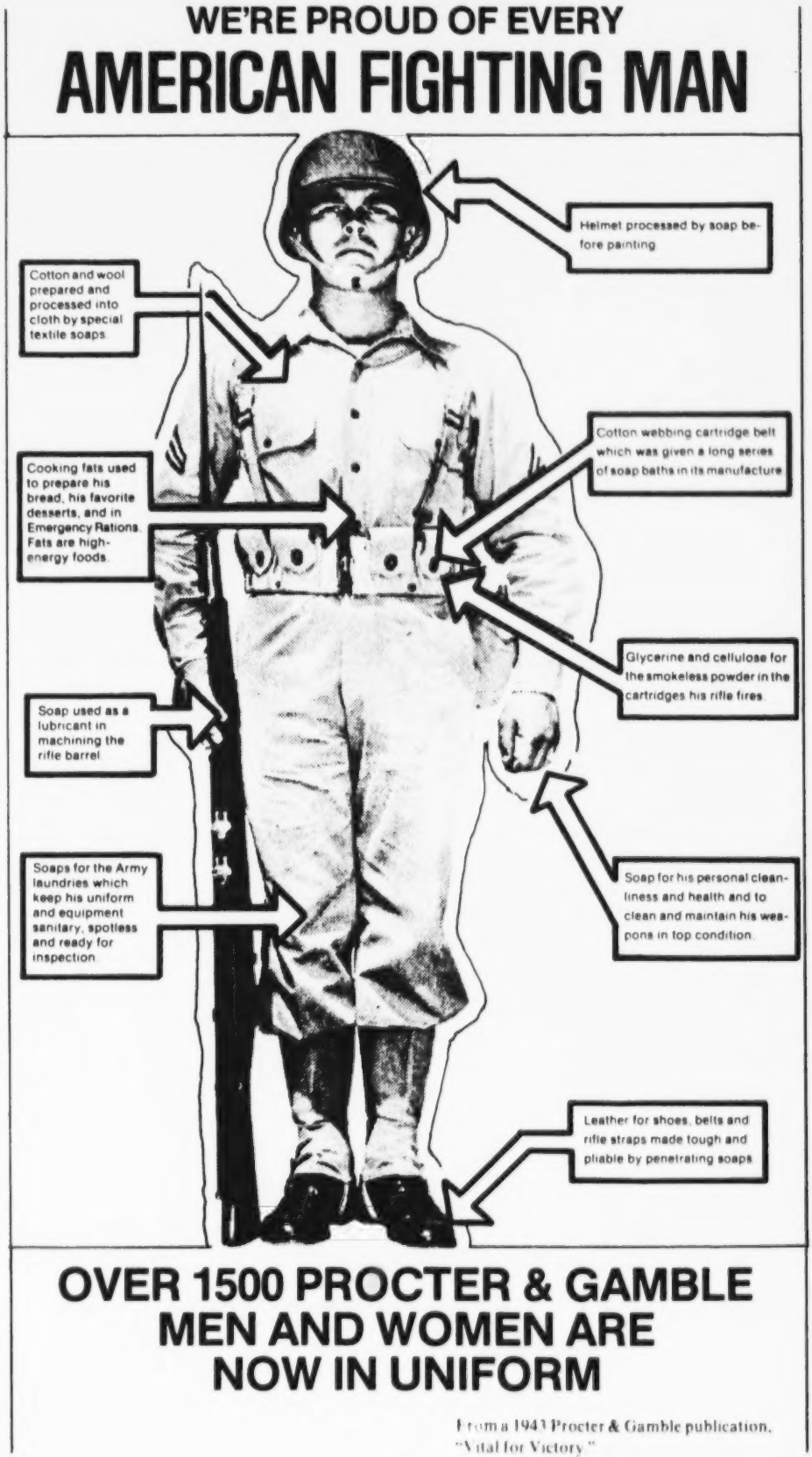
c) Call for team reports noting all the evidence on the chalkboard or overhead. (TEACHER'S NOTE: You may wish to have only one Team I, II and III report. Call for comments/additions from other teams with the same documents.) Teacher sums up changes in business caused by the war.

Activity II

1. Lead a class discussion on how other aspects of American life changed during World War II. As homework have students ask relatives and family friends who lived during the war how their lives changed. Report back to the class.

2. Wrap up by making a chart listing all the changes reported by the students.

SOAP is a TOOL of PEACE and a WEAPON of WAR


WE'RE PROUD OF EVERY
AMERICAN FIGHTING MAN
Helmet processed by soap before painting
Cotton and wool prepared and processed into cloth by special textile soaps
Cotton webbing cartridge belt which was given a long series of soap baths in its manufacture
Cooking fats used to prepare his bread, his favorite desserts, and in Emergency Rations. Fats are high-energy foods.
Glycerine and cellulose for the smokeless powder in the cartridges his rifle fires
Soap used as a lubricant in machining the rifle barrel
Soaps for the Army laundries which keep his uniform and equipment sanitary, spotless and ready for inspection
Soap for his personal cleanliness and health and to clean and maintain his weapons in top condition
Leather for shoes, belts and rifle straps made tough and pliable by penetrating soaps
OVER 1500 PROCTER & GAMBLE MEN AND WOMEN ARE NOW IN UNIFORM

From a 1943 Procter & Gamble publication, "Vital for Victory."

Expanded Activities

1. A review of basic economic concepts in the context of various historical periods can provide one or more clues to the how and why as well as the what, when and where of historical events.

Use Teacher Sheet I

The World War II unit contains examples of economic concepts as "played out" through the experience of one company. For discussion with students, see TEACHER SHEET I.

2. (This activity will require advanced planning.) Once the teacher has determined that information is available through a local business or library, assign teams of students to research other manufacturing firms which were in business during World War II to determine a) how the war affected their operations and, b) what role they played in the war effort.

3. Use the OVERVIEW and DOCUMENT I as starting points to discuss a sociological trend brought about by World War II (women in the work force). Have students identify the trend. Ask them how it is currently reflected. What factors contribute to it today? (TEACHER'S NOTE: Some factors are: women's interests in careers; economic necessity for women to work; single heads of households as well as both husband and wife working to raise their standard of living and/or to pay for their children's education; affirmative action programs sparked by the passage of laws in the 1960's.)

4. Prepare a bulletin board display (or slide or transparency illustrated talk) depicting World War II business activities as shown in contemporary ads of the time.

The Wolf Creek Ordnance Plant, Milan, Tennessee, built and operated by P&G for the U.S. Army, covered 18,000 acres and included 474 buildings. This plant and another P&G operated ordnance plant at Aberdeen, Mississippi, employed some 14,000 people.

5. Design an advertising campaign for a World War II business (remember to think about the postwar world).

Evaluation

Use Quiz

As a brief wrap-up, give the QUIZ. This is designed to test students' comprehension. Teachers may also wish to use the VOCABULARY sheet developed for this unit as an evaluation tool.

Project Advisors

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Suggested discussions and revisions for using Perspectives to discuss economic concepts in an historical context were developed by: Dr. Robert J. Highsmith, Director of Research, Joint Council on Economic Education, N.Y., and Dr. George Vredeveld, Director, Greater Cincinnati Center for Economic Education.

Perspectives units include:

Perspectives Series I:
Cottages to Corporations; World War I; The Great Depression; Reflections of History.

Perspectives Series II:
The Civil War; Coping with Growth (Industry in the Late 1800's); World War II; International Operations.

Procter & Gamble
EDUCATIONAL
SERVICES

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Some of the 1,500 Procter & Gamble employees who served in the U.S. Armed Forces. From "Vital for Victory".

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TERM	DEFINITION
SALES MANUAL	- a book of instructions, directions, product descriptions, procedures for those who sell a firm's products.
GLYCERIN	- a substance produced when soap is made, i.e., a by-product. This transparent, colorless liquid has a very sweet taste. It is used in making medicine and powerful explosives.
ALLOTMENT	- a share, part, or portion granted or distributed.
ORDNANCE	- military supplies including weapons, ammunition, combat vehicles, and maintenance tools and equipment. (This term should not be confused with the word, ordinance.)
WAR BONDS	- a document issued by a government during wartime. Citizens buy the bonds and receive their value, plus interest, after a set period of time.
MARKET RESEARCH INVESTIGATORS	- individuals who gather factual information from consumers regarding their preferences for goods and services. This is done in an effort to determine what the market or demand for a product or service might be.
ARMY-NAVY E AWARD	- an award of excellence from the U.S. Government to firms meeting quality weapons production quotas.
SUBSIDIARY	- a company controlled by another company.
MANAGERIAL	- supervisory.
INNOVATIONS	- new ideas or methods.

Teacher's Note:

The words or terms listed are used in this unit. The definitions shown relate to the use of these words in the context of this unit. Use this list of definitions as a learning guide for students or, by covering the definitions and making copies for students, use it as a wrap up test.

THE PROCTER & GAMBLE COMPANY

CINCINNATI, U. S. A.

September 21, 1942

Miss Betscher
Miss Cassada
Miss Downing
Miss Eastman
Miss Fallon
Miss Klotter
Miss McGuire
Miss Murphy
Miss Schmidt
Miss Slaughter
Miss Swenson
Miss Taylor

This is between just you and me.

It looks like the outer office will be manless within the near-term future. There will be no men available to fill these vacancies.

Many of the girls will be leaving us within the next three months to be married.

It is practically impossible now to employ girls of the type we have been accustomed to hire.

It will be possible to curtail some of our research activities, but there will be many jobs which we will have to do.

Thus, more administrative and supervisory work will be placed upon your shoulders. You may be asked to do work which has heretofore been done by men. The point might be reached where you will set up the job in the office, supervise it in the field, and then return to the office to write the report.

You can be assured that only important and necessary research will be carried on.

You can be of great value to us by helping us to keep as many of our present employees as possible under the circumstances.

Very truly yours,

P.S. Please do not discuss this letter with any one whose name is not on the list.

Teacher's Note: See other side

Teacher's Note

This is a copy of a letter to the Supervisors of Market Research Field Investigators who were about to take on other responsibilities due to the war. The Market Research field force of personable and alert young women, all college graduates, traveled around the United States interviewing homemakers at their front doors. Subject for discussion could be a new product, package change or improvement in an existing product. The field force "investigated" homemakers' preferences and reported their findings back to management.

Because of an extensive travel schedule (90% of their job-time) Market Research Field Investigators could not be married.

December 3, 1942

TO ALL INVESTIGATORS:

...As you can see, our Company is very glad to cooperate to the fullest extent with our Government in obtaining funds to bring the war to a successful conclusion. Therefore, the Company is again reminding each employee of the importance of consenting to contributing at least 10% of their salary toward the purchase of war bonds. I have used the word "contribute", but we all know that this money, which is deducted from your salary, is not a contribution or a donation, but is strictly a loan to the Government paying interest to you.

You should know that Hamilton County, by reaching its goal of everyone having 10% deducted from their salary, will loan $7,000,000 each month to the Government, or $84,000,000 during the next year.

Of course, many of you are already having 10%, or even 20% or 25%, of your salary deducted. Even so, if you can possibly see your way clear to increase this amount, we know you will do so. Those of you who are not contributing 10% of your salary will please make every effort to do your share in the buying of bonds for victory.

We are enclosing an allotment blank for your convenience. If the Company already has an allotment blank in your name, the new blank should be filled out in full, and marked "revised" at the top.

C. W. Knappenberger

Teacher's Note: See other side

Teacher's Note:

This is a copy of a letter sent to Market Research Field Investigators.

To help meet expenses of World War II, the U.S. Government conducted War Bond Drives. Bonds were issued in denominations of $25, $50, $100, $500 and $1,000. They matured 10 years from date of issue.

Procter & Gamble established a Voluntary Payroll Allotment Plan for the purchase of these bonds. Employees were encouraged to participate and to have money deducted directly from their salary. The company then purchased bonds in the employee's name: bonds were sent to the individual employee.

In total, U.S. citizens bought $49 billion in War Bonds during World War II.

November 2, 1943

TO ALL SALESMEN CINCINNATI DISTRICT:

PERMANENT BULLETIN NO. 23 (Revised)

SUBJECT: **BRANDS AND SIZES TEMPORARILY SUSPENDED DUE TO WAR CONDITIONS**

As we have previously advised you from time to time, certain brands and sizes have been temporarily suspended because of war conditions. . .

Among the brands affected are:

Kirk's Castile
Wanda
Velvet Skin
Star Soap
Lenox
Chipso
Clean Quick Chips
Dreft 60
O.K. Soap
Kirk's Flakewhite
Star Washing Powder
Grandma Washing Powder
O.K. Powder
Rub-No-More Powder
Amber Soap
Army & Navy
Oval Pearl
Selox
Crisco 6's
Giant Oxydol
Giant Duz
Giant Dreft
Giant American Family Flakes

Please put this bulletin in the front of your sales manual as a part of permanent instructions.

Please sign the acknowledgement slip attached, and mail at once.

Very truly yours,

THE PROCTER & GAMBLE DIST. CO.

BY: CAMPBELL DINSMORE
District Manager

(Copy of a memo sent to Procter & Gamble salesmen)

Teacher's Note: See other side

Teacher's Note

Except for Crisco shortening and Dreft detergent, all brands listed are soaps - bar, granulated, powdered or flaked.

In an address to employees, P&G President R.R. Deupree pointed out that while "the soaps and shortenings we make are most essential for civilian life...the Government has felt that some of our raw materials should be diverted to other essential war products, which has necessarily meant a curtailment of our production in 1943."

In order to cooperate and to make better use of limited resources, the Company suspended production of large sizes of major products like Crisco, Oxydol, Duz and Dreft, and all production of the other brands, all minor ones.

P&G continues to make Crisco, Oxydol and Dreft today.

What surprising things the War gets from a SOAPMAKER:

THE SIMPLE PURPOSE of Procter & Gamble has always been to give you the best of soap—to serve you and your family with Ivory and Oxydol and Camay and Duz.

Yet today finds us, like all Americans who love their native land, deeply immersed in the effort of war.

We are still making soap. We still serve the household and the home. And in addition, we are doing hundreds of things today that five years ago we never dreamed of doing. Every one of our 29 plants is, to a greater or lesser degree, at the service of our Armed Forces and our Allies.

In some we make soap and its by-product, glycerine, and glycerine goes into explosives like dynamite and smokeless powder and cordite.

In others, we turn out shortening for the Army's field rations, we help the Navy keep its brass and copper shining, we produce materials that go into plastics for the bombers of our Air Force.

In two tremendous new plants—built and owned by Uncle Sam, but staffed and managed by Procter & Gamble—we assemble and load shells with TNT and other explosives.

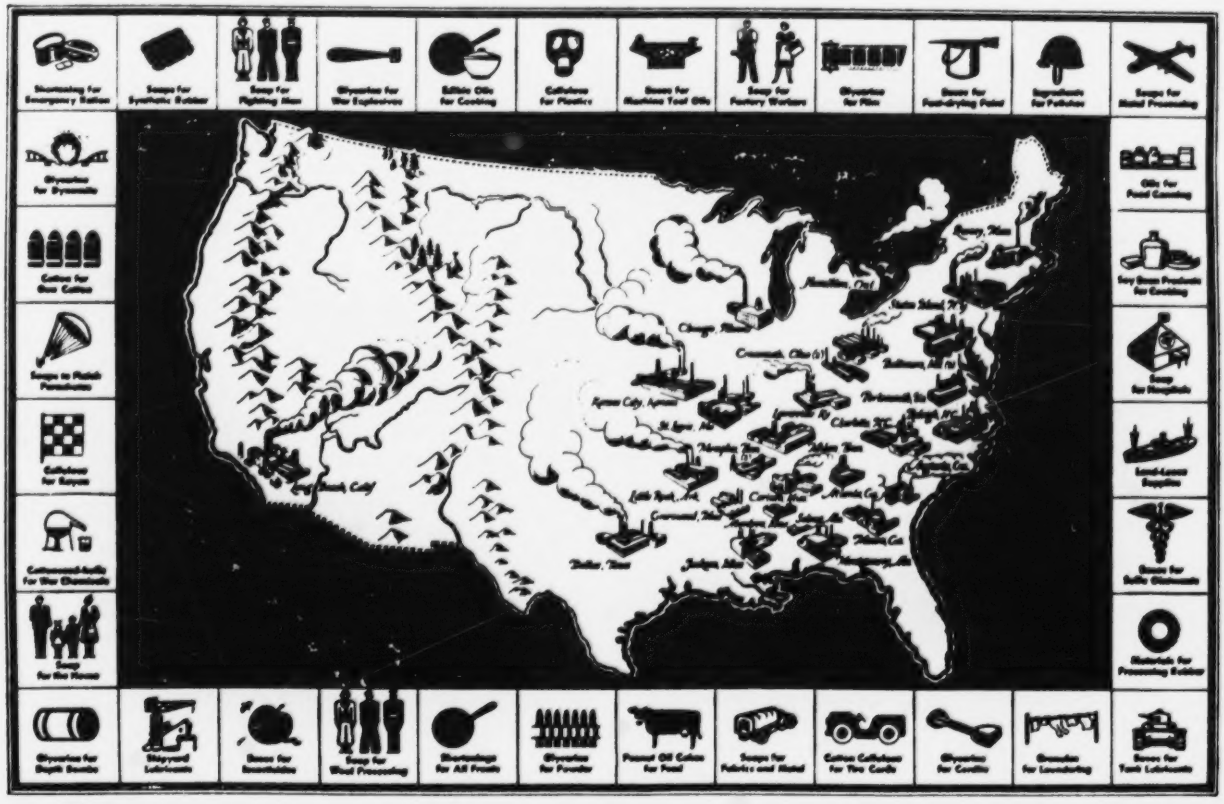
In fact, each and every one of our factories is hard at work, doing everything a soapmaker can do to help win the war—producing things important to the fighting front, the production front and the home front that backs them both.

And that is why today we are proud to say: "29 Procter & Gamble plants—and all doing their part"!

SOAP is a TOOL of PEACE and a WEAPON of WAR

29 PLANTS ALL DOING THEIR PART

FOR THE HOME FRONT—THE PRODUCTION FRONT—THE FIGHTING FRONT



Procter & Gamble *Soapmakers since 1837*

Teacher's Note: See other side

Teacher's Note

This 1943 ad appeared in local newspapers in all P&G plant locations.

As the ad points out, glycerine is a by-product of soap. In the late 1850's Procter & Gamble learned how to distill and refine glycerine. Original uses of the glycerine by-product were medicinal, principally for its emollient properties in treating burns and chapped skin.

In the 20th Century, glycerine became an important ingredient in antifreeze, medicines, lipsticks, printing, cellophane, quick-drying paints, and explosives like dynamite. Hence, the 1943 ad refers to soap as a "tool of peace and a weapon of war."

EYES ON TOMORROW

. . . According to the 1940 census, the United States had a population of 132 million, and some 30 million owned radio sets. Day in and day out radio reported the catastrophes of the European war and the increasing involvement of the United States. This country sent fifty destroyers to Great Britain as part of its lend-lease program. . .

On October 23, 1940, P&G President R.R. Deupree received a mysterious telephone call. Immediately after he hung up he summoned Harvey C. Knowles, P&G's general manufacturing manager. "Harvey," he said, "when the westbound National Limited pulls into Cincinnati tomorrow morning, you're to board the train and go to the fourth car. There you'll find the compartment of Colonel Francis N. Miles, Jr. He's chief of the ammunition division of the Army Ordnance Department. He wants to talk to you."

Knowles, perplexed, asked, "What's it all about? Why this cloak-and-dagger secrecy?"

"They didn't explain," Deupree responded. "You'll find out on the train."

When the Limited arrived from Washington the next day, the puzzled Knowles boarded the train as instructed and located Colonel Miles' compartment. As the train pulled out of Union Terminal, the colonel locked the compartment door and began to talk.

Ever since Germany's invasion of Poland in 1939, he said, it has become increasing , even drastically, urgent for the United States to launch a massive expansion of production facilities for all types of ordnance and munitions. "Nobody knows how soon we must be prepared," Colonel Miles said. "Our best intelligence indicates we haven't much time. Starting immediately, we have to have outside help, the best we can get, and I'm here to ask for Procter & Gamble's help."

Knowles asked what a soap and shortening company could possibly provide in munitions.

(over)

Cincinnati Union Terminal was the arrival and departure point for the National Limited, the train on which Harvey C. Knowles, P&G's General Manufacturing Manager, was directed to meet Colonel Francis N. Miles, Jr., Army Ordnance Department.

"Let me give you more background," the colonel said. "The explosives industry has been working with us, but the 'Big Three'—Atlas, DuPont, and Hercules—simply cannot provide all the facilities we need. There is a pressing need for new shell-loading capacity. We've been purchasing plant sites during the past six months. Now we're ready to go ahead with several new plants and we want Procter & Gamble to build and operate one of them."

Knowles pointed out that Procter & Gamble had no experience in shell loading or any other kind of ordnance work. Colonel Miles said the Ordnance Department knew that, but saw no reason why P&G's expertise in putting powdered and granulated soaps into paper packages could not be applied to putting powered and granulated explosives into steel packages. "That's why Procter & Gamble is the first company outside the explosives industry we have contacted," he said. "We think P&G, even without any direct experience in handling explosives, is ideally suited to help the Army."

Showing how thoroughly the Ordnance Department had studied the company before approaching it, Colonel Miles got down to details: "P&G has personnel trained and experienced in training others in applying scientific and technical methods to large-scale, high-speed manufacturing. You also have experience in designing and building large plants. You've developed manufacturing systems and specialized equipment for packaging products under high quality control standards. All those skills are important in shell loading.

"Also, Procter & Gamble has a fine reputation for good relations with its employees. That, too, is important, considering the scope of the operation we have in mind and the thousands of employees who will be involved."

As Knowles listened he knew that Richard Deupree and other top P&G managers would feel the company was obligated to accept the assignment.

The site for the plant P&G was to build and operate lay in western Tennessee, a few miles east of the small town of Milan. It covered about 18,000 acres of rolling farmland spread over two counties. Through the site twisted a muddy stream known as Wolf Creek. That creek provided the official name of the installation: the Wolf Creek Ordnance Plant....

The production records at Wolf Creek proved so spectacular that the Army asked P&G early in 1942 to build and operate a second shell-loading facility—the Gulf Ordnance Plant at Aberdeen, Mississippi. This also was completed in record time, although it was much smaller. Both were eventually given several Army-Navy "E" awards signifying government approval of jobs "well done"....

Together, the Milan and Gulf operations produced some 25% of all the shells, fuses, and bombs used by U.S. forces during World War II. But in August, 1945, one week after the first atomic bomb exploded at Hiroshima, all production lines stopped. Both plants were put on standby. A unique chapter in the history of the country, and of Procter & Gamble, ended...

P&G President R. R. Deupree and Harvey C. Knowles at a special dinner in December, 1942, celebrating the first of seven Army-Navy "E" Awards presented to P&G operated ordnance plants.

Reprinted from *Eyes on Tomorrow*, a corporate history of The Procter & Gamble Company written by Oscar Schisgall, 1981.

WOLF CREEK BANNER
"KEEP 'EM SHOOTING!"
SAFETY — YOUR BEST INSURANCE
OUR VICTORY MUST BE TOTAL

Vol. 1 | Milan, Tenn., November 13, 1942 | No. 13

Plant Is Awarded Army-Navy "E" Flag

—Photo by U. S. Army Signal Corps

THE E FLAG — Part of the award symbolizing excellence in quality production in light of controlling factors, this flag will be awarded employees at ceremonies tentatively set for December 3.

Ordnance Department Reorganized

Duplication of Work Discontinued by Move

Far-reaching reorganization of the Ordnance Department, announced last week, was practically complete this week with the Procter and Gamble Defense Corporation taking over many of the Department's functions.

Designed as a measure to conserve critically-needed manpower, various sections of the Ordnance Department whose work was being duplicated by the Defense Corporation were abolished and all work centralized under the Defense Corporation.

Basis for the change was an order from the Chief of Ordnance after a study of contractor operated plants revealed that various

WAR DEPARTMENT
OFFICE OF THE UNDER SECRETARY
WASHINGTON, D. C.

October 31, 1942

To the Men and Women
of the Wolf Creek Ordnance Plant
Procter & Gamble Defense Corporation
Milan, Tennessee

This is to inform you that the Army and Navy are conferring upon you the Army-Navy Production Award for your fine record in the production of war equipment.

The award consists of a flag to be flown above your plant, and a lapel pin which every man and woman in your plant may wear as a symbol of high contribution to American freedom.

This award is your nation's tribute to your patriotism and to your great work in hurling to our soldiers on the fighting fronts. I have full confidence that your present high achievement is indicative of what you will do in the future.

Sincerely, yours,

Robert P. Patterson
Under Secretary of War

—Staff Photo

THE OFFICIAL ANNOUNCEMENT—This is the official announcement that the award has been conferred upon Wolf Creek employees for excellence in production of war materials.

Presentation Ceremony Set For December 3rd; Program Being Planned

All Employees Will Receive Coveted Lapel Button As Citation For Service On Home Front

The men and women of Wolf Creek have been awarded the coveted Army-Navy E Award for excellence in quality production in the light of controlling factors, it has been officially announced.

Plans are going forward for the presentation ceremonies which are tentatively set for Dec. 3 at 3:30 P.M. All employees will attend the ceremonies. Although not yet complete, tentative plans call for presentation of the award to the Defense Corporation by an Army officer, representing Robert P. Patterson, Under-secretary of War.

The award to Wolf Creek employees was made October 31, together with awards for employees of 35 other war plants. The award consists of the E flag to be flown from the Plant flagpole, and a lapel pin to be worn by every worker in recognition of the high contribution made to the war effort.

The Army-Navy E is the highest award given for production. Instituted by the Navy in 1906, it was first awarded in the fleet for gunnery, but was later extended to include outstanding work in engineering and communications.

With the rising tide of war in Europe, the Navy E was extended to embrace those plants and organizations which showed excellence in production of fighting equipment for the Navy.

Then, with typical treachery, came Pearl Harbor. And with it, the demand for production such as the world has never known plus the awareness that our fighting forces and men and women of production are partners in this great struggle to save humanity as we know it.

On the part of Americans there came a grim and enduring resolve to work and fight together until we have won the war and the peace. From that high resolve the Army-Navy Production award was born—and at Wolf Creek it will stand as our fighting forces joint recognition of exceptional performance on the production front. It symbolizes the unbeatable spirit which can be satisfied only by achieving today what yesterday seemed impossible.

Keep 'Em Shooting:

Army-Navy "E" Award Sets High Standard For Us To Follow

The Army-Navy E Award for excellence in production of war materials has been awarded Wolf Creek, but we must continually look ahead.

In receiving this coveted symbol linking our success on the home front with the success of our men in fighting fields from Guadalcanal to the African front, we must rededicate ourselves to the great task which still faces us: our enemy is not whipped; he is still fighting.

We have often said our victory must be complete. There is not room for Hitler in this world—he must be crushed. To do that our men must have materials in ever-increasing quantities. . . .

let's beat the Axis in production.

Along that road lies victory—complete, decisive, total victory. Let's get moving!

Safety Study Is Started

Industrial Safety Course Is Being Studied By Employees

Several Plant and Ordnance Department employees last week began a 12-week course in Industrial Safety Engineering, sponsored by the Extension Service of the University of Tennessee. In-

Teacher's Note: See other side

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This is a copy of a front page of the *Banner*, the employee newspaper at the Wolf Creek Ordnance Plant outside Milan, Tennessee. This was one of two ordnance plants Procter & Gamble operated for the Army. The other was the Gulf Ordnance Plant at Aberdeen, Mississippi.

More than 150 P&G managers were assigned to the plants which employed some 14,000 people.

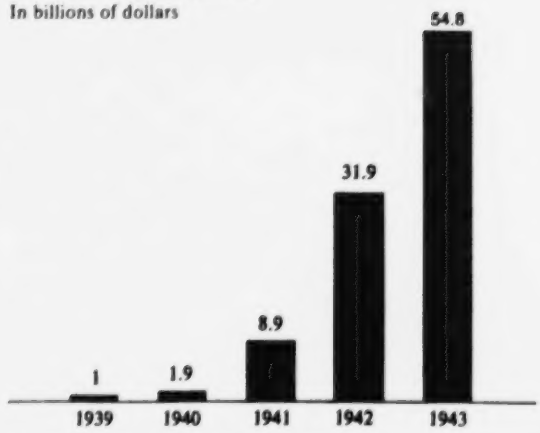
This issue announces that the Wolf Creek Plant won the Army-Navy "E" Award. This award was presented to firms for meeting awesome quotas in producing weapons.

The two ordnance plants operated by P&G for the Army won seven "E" Awards during World War II. Wolf Creek won four, the Gulf Ordnance Plant three.

Within a month after World War II ended, the ordnance plants were shut down. Their work was ended. P&G managers returned to company plants and offices around the country.

As further background, the chart below shows the country's gross war production in billions of dollars from 1939 through 1943.

Gross War Output, 1939-1943
In billions of dollars



Source: Data from Simon Kuznets, National Product in Wartime
(New York: National Bureau of Economic Research, 1945) p. 54.

USING PERSPECTIVES TO DISCUSS ECONOMIC CONCEPTS AS A KEY TO HISTORICAL DEVELOPMENTS

The World War II unit contains examples of economic concepts as "played out" through the experience of one company. These concepts are highlighted in the following discussion.

World War II can be used to develop an understanding of the following economic concept: *Basic resources can be applied to many different uses. In most cases consumers ultimately determine the use to which resources are put through their "votes" in the marketplace. During wars and other emergencies, the government often provides incentives for resources to be used in different ways.* This unit also presents the opportunity to review the concept that *the consumption of consumer goods and services decreases during the time of war to permit increased consumption by the government.* These concepts are also illustrated in Perspectives units on The Civil War and World War I.

Point out that all nations have a variety of resources available for the production of goods and services. The number of ways in which these resources can be used is almost infinite. As an example discuss the many uses of land (e.g., for recreation, farming, residential and commercial use). Other natural resources and labor, administrative and management skills also can be used in many different ways to produce things of value.

In a market system, consumers will determine what should be produced by expressing their desire and willingness to purchase particular products or services. The type of goods or services to be produced will influence the way in which human and physical resources are employed.

World War II contains an account of how the government recognized that valuable resources (e.g., land, labor, tools, equipment and managerial expertise) previously used to produce consumer goods could be directed to the production of war-related products. It describes how one company responded to the government's request and used its managerial talent to undertake a massive effort in support of the war. The success of this undertaking was spectacular in the sense that massive quantities of munitions were produced in a very short period of time. Of course, to accomplish this, fewer consumer products could be produced (see DOCUMENT II-a for an example).

The illustration included on the Teacher's Note for DOCUMENT III-b illustrates how quickly and successfully the nation's resources were transferred to the production of war output. This rapid change in the type of goods produced is an example of the various uses to which resources can be placed.

Quiz - World War II

1. During WW II, manufacturing firms normally engaged in producing products for consumers turned their efforts toward wartime production. Name three peacetime producers and what they made during the war.

2. What was the "E" award?

3. What were some of the products that resulted from the new technologies developed during the war?

4. Name one way companies encouraged employees to buy war bonds.

5. What is done at an ordnance plant?

6. What qualified P&G to operate ordnance plants?

7. How did World War II change the role of women in America?

Teacher's Note: See other side

ANSWERS

1. During World War II:
   —Auto makers made tanks and fighter planes.
   —An automotive parts company produced guns.
   —A soapmaker packed shells and bombs.
2. An award the Army-Navy presented to firms for excellence in meeting weapon quotas.
3. Television, air conditioning, wash-and-wear fabrics, improved cars and appliances.
4. By setting up plans whereby money could be deducted directly from their salary.
5. War munitions are produced.
6. P&G had expertise in managing and running large-scale, high-speed manufacturing operations to produce and package soap. When the Army asked the company to apply this skill to packing shells and bombs, P&G responded. The company helped construct, then managed the plants which packed shells and bombs.
7. Women began working at what had been considered men's jobs.